

**EXPLORING THE IMPLEMENTATION  
OF A BLENDED LEARNING APPROACH IN TEACHING AN  
ENGLISH WRITING COURSE AT A BANGLADESHI UNIVERSITY**

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**Universiti Sains Islam Malaysia (USIM)**

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## AUTHOR DECLARATION

I hereby declare that the study has been conducted by myself and no portion of the work contained in this Thesis has been submitted in support of any application for any other degree or qualification to this or any other university or institution.

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## ABSTRAK

Berlatarbelakangkan masalah institusi pendidikan tinggi di Bangladesh seperti krisis tempat duduk, sesi tertunggak, yuran pengajian tinggi di universiti swasta, kekurangan pinjaman pelajar, pandangan negatif oleh penggubal dasar, guru, ibu bapa dan pelajar, pembelajaran teradun diandaikan sebagai mod pendidikan yang berkesan untuk universiti di Bangladesh atas beberapa sebab. Kajian ini dijalankan untuk menyiasat persepsi pelajar dan guru tentang pendidikan atas talian dan pembelajaran bersemuka serta pengalaman mereka dengan pembelajaran teradun. Persoalan kajian bagi kajian ini tertumpu kepada isu-isu seperti sama ada pembelajaran teradun sebagai satu alternatif yang sesuai didalam era pendidikan di abad ke-21; apakah pengalaman guru dan pelajar menggunakan pembelajaran teradun dalam Kursus Penulisan Bahasa Inggeris di peringkat sarjana muda dan sama ada pembelajaran teradun dapat menyelesaikan masalah ruang, sesi tertunggak di universiti awam, mengurangkan kos pengajian tinggi dan masalah lain di institusi pendidikan tinggi di Bangladesh. Ini adalah kajian kualitatif, khususnya, kajian kes. Data diperolehi daripada temu bual dengan 15 peserta pelajar yang menyertai kursus dan dua orang guru yang mengendalikan kursus. Di samping itu, beberapa artifak dan dokumen seperti petikan interaksi, perbincangan dan siaran di forum dalam talian, seperti Facebook, bilik darjah Google, blog, jurnal pelajar dan skor esei 15 pelajar juga digunakan sebagai data. Data yang dikumpul daripada sumber ini dianalisis mengikut kaedah analisis data kualitatif. Peserta menyatakan beberapa kebaikan dan keburukan pembelajaran bersemuka di Bangladesh. Begitu juga, peserta menyatakan kebaikan dan keburukan serta cabaran pembelajaran di atas talian secara penuh di Bangladesh. Memandangkan cabaran pembelajaran atas talian dan bersemuka, kebanyakan peserta dalam kajian ini berpendapat bahawa kaedah pembelajaran teradun boleh menjadi alternatif yang sesuai bagi pembelajaran bersemuka dan atas talian untuk universiti Bangladesh kerana melalui kaedah ini mereka menikmati peluang terbaik pendidikan secara peribadi dan atas talian, seperti fleksibiliti, peningkatan pembelajaran melalui maklum balas guru dan rakan sebaya pada esei mereka yang ditulis dalam blog, dan semasa kelas, penerokaan diri, interaksi guru dan pelajar yang lebih baik semasa kelas bersemuka dan atas talian, peningkatan kemahiran teknologi, pembelajaran kemahiran berfikir aras tinggi, dan kepuasan dengan kursus. Melainkan beberapa cabaran dalam melaksanakan kaedah baharu ini, seperti jurang digital, kekurangan latihan guru dan kekangan infrastruktur, peserta menyatakan bahawa pembelajaran teradun juga dapat mengurangkan yuran pengajian, meringankan trafik, pembangunan pendidikan wanita, peningkatan kemahiran teknologi dan kemahiran berfikir aras tinggi. Dapatan kajian dapat membantu penggubal dasar, pentadbir pusat pengajian tinggi, guru-guru dan pelajar di institusi pengajian tinggi di Bangladesh untuk melihat pelaksanaan kaedah pembelajaran teradun untuk meningkatkan kualiti Pendidikan tinggi walaupun di selubungi dengan masalah infrastruktur dan sumber yang terhad.



## ABSTRACT

Against the backdrop of problems in Bangladeshi higher education like seat crises and session backlogs in public universities, high tuition fees in private universities, a lack of student loans, and the negative perception of online education among people including policymakers, teachers, parents, and students, it is assumed that blended learning can be an effective mode of education for Bangladesh's universities for a number of reasons such as flexibility, enhanced learning outcomes, more teacher-student interaction, and more student satisfaction in general. So, this study was conducted to investigate the perceptions of students and teachers about both online and face-to-face education and their experiences with blended learning. The research questions of this study centered around issues like whether blended learning is appropriate as an alternative mode of education in the 21<sup>st</sup> century, what were the experiences of teachers and students with using blended learning in an English Writing Course at the undergraduate level and whether blended learning could solve the problem of space, session backlog in the public universities, reduce the cost of higher education and other problems of higher education institutions of Bangladesh. This is a qualitative, in particular, case study. The data came from interviews with 15 student participants doing the course and two teachers who conducted the course, their discussions, and postings on online forums, such as Facebook, Google Classroom, a Blog, student journals, and essay scores of 15 students. Data collected from these sources were analyzed following the qualitative data analysis method. The participants mentioned a number of advantages and disadvantages of both face-to-face and online education in Bangladesh. Most of the participants in this study opine that against the backdrop of the problems and challenges of both online and face-to-face education, the blended method can be an effective alternative mode of education for the universities of Bangladesh. This method, they reported, offered them opportunities such as more flexibility, increased learning through teacher and peer feedback, scope for self-exploration, better and enhanced interaction, reduction in tuition fees and other costs of education, easing of traffic jam, expansion of women education, an increase of technological skills, and higher-order thinking. On the other hand, they mention a number of challenges of blended method such as the digital divide, the lack of teacher training and infrastructural barriers. This study can guide the policymakers, institution managers, teachers and students in Bangladeshi higher education for the implementation of the blended learning method as a way to improve the quality of higher education even in the face of infrastructural and resource constraints in the universities.

## الملخص

والرسوم الدراسية المرتفعة في الجامعات غير الحكومية، وعدم فرصة القروض للطلاب، والتصور السلبي للتعليم غير الإنترنت بين عامة الناس بما في ذلك صناع السياسات والمعلمين وأولياء الأمور والطلاب، يُفترض علي هذه الخلفية أن التعلم المدمج يمكن أن يكون وسيلة تعليمية فعالة للجامعات في بنغلاديش لعدد من الأسباب مثل المرونة التي تعزز نتائج التعلم وتفاعل المعلم مع الطلاب والمزيد من رضا الطلاب بشكل عام- لذلك، أجريت هذه الدراسة لاستقصاء تصورات الطلاب والمعلمين حول كل من التعليم غير الانترنت والتعليم وجهاً لوجه وخبراتهم مع التعلم المدمج- تركزت أسئلة البحث في هذه الدراسة على قضايا مثل ما إذا كان التعلم المختلط طريقة مناسبة بطريقة بديلة للتعليم في القرن الحادي والعشرين- ما هي تحارب المعلمين والطلاب في استخدام التعلم المدمج في "دورة للكتابة باللغة الإنجليزية" على المستوى الجامعي وما إذا كان التعلم المختلط يمكن أن يحل مشكلة الفضاء، والجلسة الخلفية في الجامعات الحكومية، ويقلل من تكلفة التعليم العالي وغيرها من مشاكل التعليم العالي مؤسسات التعليم في بنغلاديش- هذه دراسة حالة نوعية، على وجه الخصوص- جاءت البيانات من مقابلات مع ١٥ طالباً مشاركاً يقومون بالدورة ومعلمين اثنين أجرى الدورة ومناقشتهم ومنشورات على المنتديات على الإنترنت، مثل فيسبوك و جوجل كلاسروم والمدونة ومجلات الطلاب ودرجات المقالات لـ ١٥ طالباً- تم تحليل البيانات المأخوذة من هذه المصادر باتباع طريقة تحليل البيانات النوعية- ذكر المشاركون عدداً من المزايا والعيوب في كل من التعليم المباشر وجهاً لوجه والتعليم عبر الإنترنت في بنغلاديش- تشير معظم العينات في هذه الدراسة إلى أنه في ظل مشاكل وتحديات كل من التعليم عبر الإنترنت وجهاً لوجه، يمكن أن تكون الطريقة المختلطة طريقة بديلة فعالة للتعليم في جامعات بنغلاديش- لأن هذه الطريقة، كما ذكروا، قد وفرت لهم مزيداً من المرونة، وزادت من التعلم من خلال ملاحظات المعلمين والأقران على كاتب مقالاتهم في المدونة، ومجالاً لاستكشاف الذات، وتفاعلاً أفضل أثناء كل من الفصول الدراسية المباشرة وجهاً لوجه، تخفيض الرسوم الدراسية، وتخفيف الازدحام المروري، والتوسع في تعليم المرأة، وزيادة مهارة التكنولوجيا، و التفكير العالي المستوى على الرغم من أن هذه الطريقة تنطوي على عدد من التحديات مثل الفجوة الرقمية، ونقص تدريب المعلمين وحواجز البنية التحتية- يمكن لنتائج الدراسة أن توجه صانعي السياسات ومديري المؤسسات والمعلمين والطلاب في التعليم العالي في بنغلاديش للتفكير في تنفيذ طريقة التعلم المختلط كطريقة لتحسين جودة التعليم العالي حتى في مواجهة قيود البنية التحتية والموارد في الكون-

## TABLE OF CONTENTS

| CONTENT                                                    | PAGE   |
|------------------------------------------------------------|--------|
| AUTHOR DECLARATION.....                                    | iii    |
| ACKNOWLEDGMENT.....                                        | iv     |
| ABSTRACT (MALAY).....                                      | v      |
| ABSTRACT (ENGLISH).....                                    | vi     |
| ABSTRACT (ARABIC).....                                     | vii    |
| TABLE OF CONTENTS.....                                     | viii   |
| LIST OF TABLES.....                                        | xii    |
| LIST OF FIGURES.....                                       | xiii   |
| LIST OF APPENDICES.....                                    | xiv    |
| <br>CHAPTER-1. INTRODUCTION.....                           | <br>1  |
| 1.1 Introduction.....                                      | 1      |
| 1.2. Background of the Study.....                          | 1      |
| 1.3. Problem Statements.....                               | 16     |
| 1.4. Research Questions.....                               | 29     |
| 1.5. Objectives of the Research.....                       | 30     |
| 1.6. Rationale of the Research.....                        | 30     |
| 1.7. Limitations of the Research.....                      | 33     |
| 1.8. Operational Definition of Title Terms.....            | 33     |
| 1.9. Conclusion.....                                       | 34     |
| <br>CHAPTER-2: LITERATURE REVIEW.....                      | <br>36 |
| 2.1. Introduction.....                                     | 36     |
| 2.2. Higher Education in Bangladesh .....                  | 37     |
| 2.2.1 Private Universities .....                           | 37     |
| 2.3. Theoretical Framework.....                            | 39     |
| 2.3.1. Community of Inquiry: Further Explanation.....      | 39     |
| 2.3.2. Rationale for Using CoI.....                        | 40     |
| 2.3.3. Constituents of CoI.....                            | 45     |
| 2.3.4. Use of Community of Inquiry in Research.....        | 48     |
| 2.3.5. Critique of the Community of Inquiry Framework..... | 49     |



|        |                                                                                   |     |
|--------|-----------------------------------------------------------------------------------|-----|
| 2.4.   | Flex Environment and CoI.....                                                     | 50  |
| 2.4.1. | Social Connections through Technology in Blended Learning Environment             | 52  |
| 2.4.2  | Teacher and Peer Feedback Vis a Vis CoI and Blended Method                        | 53  |
| 2.5.   | Where does Blended Learning Stand? .....                                          | 54  |
| 2.6.   | What is Blended Learning? .....                                                   | 55  |
| 2.6.1  | Blended Learning Tools .....                                                      | 58  |
| 2.6.2  | Kinds of Blended Learning .....                                                   | 58  |
| 2.7    | Blended Learning by Universities across the World.....                            | 61  |
| 2.8.   | Literature on Blended Learning.....                                               | 65  |
| 2.8.1  | Blended Learning in Teaching English .....                                        | 78  |
| 2.9.   | Challenges of Blended Learning.....                                               | 82  |
| 2.10.  | Disadvantages of Online Education.....                                            | 87  |
| 2.11.  | 21 <sup>st</sup> Century Graduate Skills and Blended Learning in Bangladesh ..... | 90  |
| 2.12   | Obstacles to the Implementation of Blended Learning in Bangladesh .....           | 92  |
| 2.13.  | Studies on E-learning and Blended Learning in Bangladesh...                       | 94  |
| 2.14.  | Research Gaps .....                                                               | 98  |
| 2.15.  | Conclusion.....                                                                   | 99  |
| 2.16.  | Definition of Key Terms.....                                                      | 101 |
|        | CHAPTER-3. METHODOLOGY.....                                                       | 108 |
| 3.1.   | Introduction.....                                                                 | 108 |
| 3.2.   | What is Qualitative Research?.....                                                | 109 |
| 3.2.1  | Research Design: Case Study.....                                                  | 110 |
| 3.2.2  | Location and Context of the Study.....                                            | 113 |
| 3.2.3  | Step-by-step Research Procedure.....                                              | 114 |
| 3.2.4  | Participants in Qualitative Research.....                                         | 117 |
| 3.2.5  | The Participants and Criteria for Participant Selection.....                      | 118 |
| 3.2.6  | Participants.....                                                                 | 118 |
| 3.3.   | About the Proposed Blended Learning Course.....                                   | 121 |
| 3.4.   | Assessment.....                                                                   | 132 |
| 3.5.   | Research Mapping.....                                                             | 134 |
| 3.6.   | Data Collection Tools.....                                                        | 135 |
| 3.6.1  | In-depth Interview.....                                                           | 136 |
| 3.6.2  | Artifacts.....                                                                    | 140 |
| 3.6.3  | Data Management and Storage.....                                                  | 141 |

|                                        |                                                                                                |     |
|----------------------------------------|------------------------------------------------------------------------------------------------|-----|
| 3.6.4                                  | Data Analysis Procedure.....                                                                   | 141 |
| 3.7.                                   | Ethical Issues of research.....                                                                | 146 |
| 3.8.                                   | Conclusion.....                                                                                | 148 |
| CHAPTER-4 FINDINGS AND DISCUSSION..... |                                                                                                | 149 |
| 4.1.                                   | Introduction.....                                                                              | 149 |
| 4.2.                                   | Findings-Pre-course Interview.....                                                             | 150 |
| 4.2.1.                                 | Scope of Interaction and Peer Feedback in Online and Face-to-face.....                         | 152 |
| 4.2.2.                                 | Teacher Feedback.....                                                                          | 154 |
| 4.2.3.                                 | Learning Varieties and Motivation.....                                                         | 156 |
| 4.2.4.                                 | Flexibility of Education.....                                                                  | 158 |
| 4.2.5.                                 | Continuity of Education.....                                                                   | 160 |
| 4.2.6.                                 | Quality of Education.....                                                                      | 161 |
| 4.2.7.                                 | Constraints and Advantages of face-to-face and Online Education.....                           | 163 |
| 4.3.                                   | Post-course Interview.....                                                                     | 165 |
| 4.3.1.                                 | Effectiveness of Blended Learning Method.....                                                  | 166 |
| 4.3.2.                                 | Teacher Feedback.....                                                                          | 167 |
| 4.3.3.                                 | Peer Feedback.....                                                                             | 169 |
| 4.3.4.                                 | Interaction of Teachers and Students.....                                                      | 170 |
| 4.3.5.                                 | Self-paced and Self-explored Learning.....                                                     | 172 |
| 4.3.6.                                 | Student Satisfaction and Motivation.....                                                       | 174 |
| 4.3.7.                                 | Development of Employment Skills and Higher Order Learning.....                                | 175 |
| 4.3.8.                                 | Development of Technological Skills.....                                                       | 177 |
| 4.3.9.                                 | Ease in Using Technology.....                                                                  | 178 |
| 4.3.10.                                | Quality of Education and Assessment.....                                                       | 180 |
| 4.4.                                   | Using Blended Course to Develop English Writing Skills.....                                    | 184 |
| 4.4.1.                                 | Learning New Techniques of Writing through Blended Course.....                                 | 185 |
| 4.4.2.                                 | Impacts of Blended Course on writing Skills Development.....                                   | 187 |
| 4.4.3.                                 | Analysis of Students' Essay Scores.....                                                        | 188 |
| 4.5.                                   | Blended Learning to Increase Opportunities of Tertiary Education for Bangladeshi Students..... | 191 |
| 4.5.1.                                 | Easing of session Backlog.....                                                                 | 192 |
| 4.5.2.                                 | Reduction in Tuition Fees.....                                                                 | 193 |
| 4.5.3.                                 | Reduction in Cost of Higher Education.....                                                     | 194 |
| 4.5.4.                                 | Women's Education.....                                                                         | 195 |
| 4.5.5.                                 | Job and Education Simultaneously.....                                                          | 196 |
| 4.5.6.                                 | Flexibility of Education.....                                                                  | 198 |

|        |                                                                                |     |
|--------|--------------------------------------------------------------------------------|-----|
| 4.5.7. | More admission into Tertiary Education.....                                    | 200 |
| 4.5.8  | Constraints in Implementing Blended Learning.....                              | 202 |
| 4.6.   | Physical and Mental Stress of Face-to-face and Online Education.....           | 205 |
| 4.7.   | Comparison Between Pre- and Post-course Interview & Discussion ....            | 208 |
|        | Research Question Number1 and Discussion                                       |     |
| 4.7.1. | Interaction and Peer Feedback.....                                             | 209 |
| 4.7.2. | Teacher Feedback.....                                                          | 211 |
| 4.7.3. | Learning Varieties and Motivation.....                                         | 213 |
| 4.7.4. | Student Satisfaction and Motivation.....                                       | 215 |
| 4.7.5. | Development of Employment Skills and Higher-order Thinking                     | 216 |
| 4.7.6. | Development of Technological Skills.....                                       | 218 |
| 4.7.7. | Quality of Education and Assessment.....                                       | 220 |
| 4.7.8. | Ease in Using Technology .....                                                 | 220 |
| 4.8    | Research Question Number 2 and Discussion                                      | 222 |
| 4.8.1. | Contribution of Technology to Writing Skills Development.....                  | 222 |
| 4.9    | Research Question Number 3 and Discussion                                      | 224 |
| 4.9.1  | The Opportunity of Tertiary Education through Blended Method                   | 224 |
| 4.9.2. | Challenges and Benefits of Blended Course.....                                 | 235 |
| 4.9.3. | Physical and Mental Hassles of Online and Blended Course...                    | 237 |
| 4.9.4. | Challenges and Benefits of Online Learning and Face-to-face Education          | 238 |
| 4.10.  | Positing the Theoretical Framework in the Study.....                           | 240 |
| 4.11.  | Conclusion.....                                                                | 244 |
|        | CHAPTER-5. CONCLUSION.....                                                     | 249 |
| 5.1.   | Introduction.....                                                              | 249 |
| 5.2.   | Proposed Concept of Blended Learning Format for Bangladeshi Universities ..... | 258 |
| 5.2.1. | Policymakers.....                                                              | 258 |
| 5.2.2. | Institutions.....                                                              | 259 |
| 5.2.3. | Teachers.....                                                                  | 261 |
| 5.2.4. | Students.....                                                                  | 262 |
| 5.3.   | Implications of the Study.....                                                 | 267 |
| 5.4.   | Recommendations for Future Research.....                                       | 270 |

## LIST OF TABLES

| Tables                                                     | Page    |
|------------------------------------------------------------|---------|
| Table2.1: Research Gaps .....                              | 99      |
| Table3.1: Demographic Information of Participants.....     | 120     |
| Table3.2: Demographic Information of Instructors .....     | 120     |
| Table3.3: Mapping CLOs with PLOs .....                     | 124     |
| Table3.4: Assessment Procedure .....                       | 124-125 |
| Table3.5: English Writing Course Outline .....             | 125-131 |
| Table3.6: Test Rubrics .....                               | 133-134 |
| Table3.7: Research Map Alignment.....                      | 134-135 |
| Table3.8: Data Analysis Flow Chart .....                   | 143-144 |
| Table3.9: Codes and Themes.....                            | 145     |
| Table4.1: Pre-course Interview Themes.....                 | 151     |
| Table4.2: Post-course Interview Themes-1.....              | 167     |
| Table4.3: Post-course Interview Themes-11.....             | 185     |
| Table4.4: Essay Scores.....                                | 189     |
| Table4.5: Post-course Interview Themes-3.....              | 192     |
| Table5.1: Proposed Bangladeshi Blended Method Design ..... | 264-265 |

## LIST OF FIGURES

| Figures                                                     | Page |
|-------------------------------------------------------------|------|
| Figure1.1: Research Problem Diagram.....                    | 19   |
| Figure2.1: Community of Inquiry Framework.....              | 44   |
| Figure2.2: Practical Inquiry Model.....                     | 47   |
| Figure2.3: Spectrum of Blended Learning Delivery Model..... | 55   |
| Figure3.1: Research Procedure Flow Chart.....               | 116  |



## LIST OF APPENDICES

| <b>APPENDICES</b>                                                   | <b>Page</b> |
|---------------------------------------------------------------------|-------------|
| Appendix-A. Pre-course Student Interview Protocol .....             | 306         |
| Appendix-B. Post-course Interview Protocol .....                    | 307         |
| Appendix-C. Faculty Interview Protocol .....                        | 308         |
| Appendix-D. Student Consent Form .....                              | 310         |
| Appendix-E. Teacher Consent Form .....                              | 312         |
| Appendix-F. Student Blog Sample .....                               | 314         |
| Appendix-G. Student Diary Sample .....                              | 315         |
| Appendix-H. Student Survey Tool (Blended Learning Toolkit-11) ..... | 319         |
| Appendix-I. Faculty Survey Tool (Blended Learning Toolkit-11) ..... | 325         |